

First Steps Day Nursery Chipping Sodbury Limited

First Steps Day Nursery, Hounds Road, Chipping Sodbury, BRISTOL, BS37 6EE



Inspection date

27 July 2017

Previous inspection date

15 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and staff have made good improvements since the last inspection. Detailed action plans and guidance have supported staff well to provide children with a good level of challenge in play opportunities, based on their individual needs and interests. Children make good progress in their learning from their starting points.
- Leaders and staff establish strong relationships with linked schools, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care and learning to ensure children make good progress in their learning and development.
- Partnerships with parents are strong. Parents have constant access to their children's development records and regularly share information with their children's key person.
- Staff are good role models for children. They take every opportunity to praise children's positive behaviour. Children learn how to share, take turns and to negotiate solving problems and conflicts. Babies and young children develop close relationships with staff and feel secure.

It is not yet outstanding because:

- On occasion, some staff are too keen to provide answers to questions they ask and do not give children the opportunity to think and find solutions for themselves.
- Leaders and staff do not use their assessment systems quite as well as possible to precisely monitor children's progress to ensure any gaps in learning are closing rapidly.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support staff to identify when to give children more time to express their knowledge, think through ideas and respond to questions asked
- enhance the use of assessment information to focus more sharply on continually raising the good quality of teaching.

Inspection activities

- The inspector observed the activities and the quality of teaching and supervision of children throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, risk assessments, action plans, observations, assessments, planning records and documentation linked to checking children's progress.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. For instance, they keep their knowledge up to date through training. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Leaders support the professional development of staff well. For example, they observe staff and hold individual meetings that help to improve practice and teaching skills. The well-qualified staff are supported with numerous opportunities to update their professional expertise and raise children's outcomes. For example, training on outdoor play has helped staff in planning stimulating outdoor experiences for children.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They use their good knowledge of children's individual achievements to plan interesting play activities that enhance their learning. Staff support children with good opportunities to develop their senses. For example, babies and younger children relish exploring change when they add water and cornflour together. Older children have opportunities to act out familiar stories. For instance, they use their senses to explore 'squelchy' muddy puddles and pretend snow. Staff help children develop a positive awareness of similarities and differences between themselves and other people. For instance, they offer children opportunities to share words from their home language with their friends.

Personal development, behaviour and welfare are good

Children thoroughly enjoy having responsibility for small tasks, such as helping to tidy away resources. They are very considerate of their friends' needs, such as making sure that everyone has cutlery and plates at the lunch table. Staff support children to develop very good independence skills. For example, younger children are supported to cut up fruit for their snack. Older children confidently serve themselves at mealtimes. Children have good opportunities to be outdoors on a daily basis and practise their physical skills. Children have a good understanding of healthy lifestyles. For instance, they confidently discuss with staff that too much sugary food is 'not good for their teeth'.

Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. Children's early literacy skills are developing well. For example, younger children enjoy exploring their senses as they make marks using paint. Older children form recognisable letters as they develop their early writing skills. Children concentrate and listen attentively to staff during story sessions and join in with discussions about their ideas.

Setting details

Unique reference number	EY455099
Local authority	South Gloucestershire
Inspection number	1078920
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	54
Number of children on roll	140
Name of registered person	First Steps Day Nursery Chipping Sodbury Limited
Registered person unique reference number	RP907630
Date of previous inspection	15 November 2016
Telephone number	01454850134

First Steps Day Nursery first registered in 2005 and re-registered as a limited company in 2012. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are 22 staff members who work with the children, of whom two hold qualifications at level 6 and 19 are qualified at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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